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ABSTRACT

This survey, the first of a series based on annual opinion polls, provides an objective analysis of public opinion on significant questions in American education. Based on a representative sample of adults in the nation, the report measures the kinds and amounts of information possessed by representative citizens regarding local schools and gauges their willingness to vote tax increases when a need for greater financial assistance arises. Also indicated are the attitudes of the public toward teachers, the teaching profession, and local school boards; the kinds of information the public would like to have about their local schools; the degree of citizen sensitivity to school problems; and some criticisms of school policies. (Author/JF)

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How the Nation Views the PUBLIC SCHOOLS

A STUDY OF THE PUBLIC SCHOOLS OF THE UNITED STATES

by George Gallup

Gallup International
Princeton, New Jersey

EA 003 221

A Survey of the Public's Attitudes Toward the Public Schools 1969 is the first of a series of national surveys to be sponsored by CFK Ltd., of Denver, Colorado. The philanthropic corporation has commissioned Gallup International to conduct annual opinion polls, designed to provide an objective analysis of public opinion on significant questions in American education.

The attitude of the public toward two types of educational issues will be surveyed annually. The continuing educational questions constitute one type for which the yearly surveys will provide a longitudinal study of historical value. Objectives of schooling and the cost of education are among issues in this category. A second type of educational question to be surveyed is that which changes from year to year. Current important ones of this nature are narcotics, sex education, taxpayer revolt, student unrest, and curriculm relevancy.

The poll is designed so that local school districts can use the national survey items to ascertain local public opinion. This will allow school officials an opportunity to compare local and national attitudes and to assemble long-range data.

This poll has been reproduced in its entirety by the Institute for Development of Educational Activities, Inc., because of its correlation with the Institute's programs. The long-range goals of this project carry pertinent implications for those schools committed to meaningful change in their educational structure.

Additional copies of this poll are available for $3.00 each and may be ordered from |I|D|E|A| Information and Services Division, P. O. Box 446, Melbourne, Florida 32901.

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PURPOSE OF THE STUDY

The purpose of this survey, sponsored by CFK, Ltd., and reported in the following pages, is to measure and record the attitudes of the American public toward the public schools in the year 1969. Benchmarks have been set to enable change to be measured in the years ahead.

The survey is national in scope and is based upon a representative sample of all adults. Results, it should be pointed out, do not apply to any single community although they do provide a norm for comparison purposes.

Since attitudes and knowledge are closely related, many questions asked of respondents were included for the purpose of measuring the kind and amount of information possessed by representative citizens regarding their local schools.

An important objective of the study was to learn how typical citizens judge the quality of education in their local schools -- the criteria they use in arriving at a judgment as to the excellence -- or lack of it -- in their local school system.

A realistic measure of the public's attitude toward their schools is the willingness of the people in a community to vote tax increases when there is need for greater financial assistance. A detailed analysis of the results obtained on this issue of taxes and financial aid is included in this report. Since school bond issues are being defeated with greater frequency across the nation, the survey results shed light on those groups in the nation most likely to support and to oppose bond issues calling for greater tax increases.

Other areas covered in the present survey deal with attitudes of

the public toward teachers, the teaching profession, and toward their local school boards -- the kinds of information the public would like to have regarding their local schools -- the awareness of the public of school problems -- and criticisms of school policies.

The study represents the joint planning of the staff of CFK Ltd. and the staff of Gallup International.

George Gallup

RESEARCH PROCEDURE

The Sample. The sample embraced a total of 1505 adults. It is described as a modified probability sample of the nation. A total of 327 interviewers took part in the survey; their work was done in every area of the country and in all types of communities, selected by random methods. These communities, taken together, represent a true microcosm of the nation.

A full description of the sample will be found at the end of this report.

The Interviewing Form. Questions included in the questionnaire were selected after many pre-tests were conducted in the Interviewing Center maintained by the Gallup organizations in Hopewell, New Jersey, and in a pilot study undertaken in 27 areas of the country.

Time of Interviewing. The field work for this study was conducted during the period of February 4 through February 20, 1969.

THE STATE OF INFORMATION
ABOUT
THE LOCAL SCHOOLS
AND
EDUCATION

Judging by the answers to many questions included in this survey, the conclusion can be drawn that the public is only fairly well informed about the local schools and very poorly informed about education itself.

When adults comprising the sample of the general public were asked to give their own appraisal of the amount of their knowledge of the local schools, only about one in five (19%) replied, "quite a lot". At the other extreme more than four in ten (41%) frankly admitted that they know "very little".

Parents of children now attending the public schools were obviously better informed than those persons without children in the public schools, but even in this group of parents the percentage saying they know "quite a lot" about the local schools was not very impressive -- 27%.

To measure the public's information about the schools, a series of test questions was included in the interviewing form. All persons in the survey were asked if they knew the names of their local school officials, with these results:

Percentage Who Knew Name Of	
The local superintendent of schools	56%
The principal of the elementary school in your neighborhood	47%
The principal of the high school attended by children in your neighborhood	40%
The president of the local school board	26%

To gain insight into the extent of the public's knowledge in particular areas, questions requiring a higher level of knowledge were included. These asked about the shortage of classroom space, the percentage of drop-outs in the local schools, the percentage of high school graduates going on to college, the costs to educate each child.

Those who reported that they "didn't know" provide evidence of the lack of information in these special areas, and an unwillingness even to make a guess.

	DON'T KNOW
Is there a shortage of classroom space?	15%
Are there many high school drop-outs?	30%
What percentage of high school graduates go on to college?	33%
What is the cost to educate a child per year in the local schools?	57%

It should be pointed out that the above table lists only those who said they "don't know" or were unwilling to make a guess. Those who did reply were not necessarily accurate in their replies.

Perhaps the most revealing question is one that asked each person to give his idea of a good school -- to cite the "things that would make you decide that a school is a <u>good</u> school". Most of the information that the public possesses about the schools concerns the happenings -- the news -- reported in the newspapers or through other media. Knowledge about education itself is very limited, at least the kind of knowledge that has to do with the curriculum and goals of education. For example, when those in the survey

were asked to tell how they would judge a school -- the things that would make them decide that a school is a good school -- their answers reveal a very low level of sophistication.

The criterion most often cited is "qualified teachers", but the replies reveal that there is little understanding of what is meant by a "qualified teacher". The few who go on to explain what they mean by this term usually describe the "qualified teacher" as one who is capable of interesting the children in their school work or one who gets along well with parents.

Second in importance in judging a "good school", based upon the number of mentions, is "discipline". About one-third of all persons included in this survey said that this is a way to judge the quality of a school.

The third criterion most often cited is the physical equipment -- modern school buildings and equipment.

Because of the frequently voiced criticism about the "frills" in public school education, a higher percentage of those interviewed might have been expected to cite this as a way to judge the schools. But this did not prove to be the case. While a few say they would judge a school on the basis of the emphasis given to the three R's, even more say that a good school offers a wide variety of courses that are interesting to the students. And a total of 4% mention specifically a "good library".

When all the persons included in the survey were asked to tell in what respects the local schools are "not so good", their answers generally fall into these categories: "lack of discipline", "over-crowding of students", "poor transportation", "buildings too old", "integration", "no prayers". Some complain about "poor teaching or poor teachers", but on the whole there is

rather little complaint about the local schools, especially the quality of education.

When asked specifically to name the "biggest problems with which the public schools in this community must deal", the greatest number of mentions go to "discipline". Second in order of mention is the lack of school facilities (buildings and equipment.) Third in order of mentions are answers dealing with teachers -- shortages, lack of proper selection, etc. Fourth comes finances and fifth comes "integration and segregation".

COMMUNICATION WITH THE PUBLIC

To establish base points in order to make comparisons possible in the future -- and to see just how much and what type of information about the public schools is now reaching the general public, including parents of school children -- a series of questions was included in the interviewing form that deal with the different media and the kinds of information received and the kind of information that the public would like to have.

The first question in this series asked: "During the last year, have you received any newsletter, pamphlet, or any other material telling what the local schools are doing?"

A total of 35% of the entire sample answered "Yes" to this question. When this figure is analyzed, a marked difference appears between those with no children and those with children in the public schools. In the case of those who have no children, only 16% say they have received such material from the schools, as opposed to 57% of those who do have children now attending the local public schools.

A majority of all persons (60%) report that they have read articles in the local newspapers during the last month about the local schools -- with little difference in the figures between those with and those without children in the schools. A total of 36% say they have heard something about the local schools on radio during the last month, and a similar percentage (35%) say they have seen something on television about the schools in this same period of time.

Among the various media, the preferred source of information is the newspaper. Individuals in the cross-section were asked: "From your own

personal viewpoint, what is the best source of information about the local schools?" As stated, local newspapers are cited most often, followed in turn by personal communication (children, neighbors, etc.), school officials and personnel, radio and/or television, meetings at the school (PTA, school programs, etc.), and school newsletters/pamphlets and publications.

Important for the school community is the fact that people say they would like to know more about the schools. When they were asked: "Would you like to know more about the schools in this community?", nearly two-thirds (65%) said "Yes". This finding agrees with other studies that have dealt with the public's interest in education. Significantly, even a majority of those without children express an interest in more information about the schools.

When asked specifically what kind of information they would like to have, the answers deal to a large extent with the courses taught -- the curriculum -- innovations being introduced and why -- college requirements -- and the like. Significantly, there is great interest in the very areas that most school publicity presently neglects -- the content of courses and the educational process versus school operations.

THE MAJOR COMPLAINTS

The greatest complaint against the schools of the country, at the present time, is lack of discipline. This fact comes to light in many ways in this survey. Undoubtedly the present importance of discipline in the minds of the people is the result of the rash of disorders on the college campuses of the nation -- and in some high schools. From a public relations viewpoint, this criticism should be heeded -- particularly by those school districts which are facing bond issues in the next year or two. Lack of proper discipline is often associated, as pointed out earlier, with "poor education". If school officials cannot keep students in line, then the school, in the eyes of the public, is a "poor" one.

To obtain the public's views on this issue, the following question was asked: "How do you feel about the discipline in the local schools -- is it too strict, not strict enough, or just about right?"

Only 2% think it is "too strict" whereas 49% think it is "not strict enough". A total of 44% think it is "about right" with 5% having "no opinion". Parents with children in public school are inclined to be more satisfied with things as they are; 52% say discipline is "about right", 45% say it is "not strict enough, and 2% say it is "too strict".

Significantly, parents with children in parochial schools are the most critical of the public schools in the matter of discipline and cite as one advantage of the parochial schools (over the public schools) the better discipline maintained in the former.

Criticism of the schools in respect to discipline is greatest in the big cities of the nation, greater among Negroes than among whites, and

greater among low income groups than among upper income groups.

Criticism of lack of discipline in the public schools extends to the failure to do more about the way boys and girls dress for school. When all those included in the survey were asked if they thought there should be "greater regulation of the way children dress for school, or less?" the replies show the following division:

Regulation of Dress

For greater regulation	53%
For less regulation	7%
All right at present	36%
No opinion	4%

Again, the replies show that the better educated are the least critical and of the major religious groups, Catholics are the most critical.

ATTITUDES TOWARD TEACHING AND TEACHERS

Probably no better measure of the public's high esteem for teaching and for schools could be found than parents' views toward teaching as a profession. When asked if they would like to have a child take up teaching in the public schools as a career, three out of every four say they would. And in the case of parents with children now in the public schools, the ratio is even higher -- four out of five.

The weight of opinion is that teachers' salaries are too low. Although nearly half say they are "about right" and only 2% think they are "too high", one third (33%) think they are too low.

On the question as to whether teachers should be given automatic raises, or whether these raises should be given to some and not to others there is an equal division of opinion -- 44% say "yes"; 45% say "no"; 11% have "no opinion".

Of those with opinions, more favor permitting teachers to join unions than oppose this; but a substantial majority oppose giving teachers the right to strike.

Throughout the nation the public recognizes the difficulty of getting good teachers and holding them. Only a third of those reached in the survey say that in their own local schools there is no difficulty getting good teachers, and only a third say that there is no difficulty in keeping them.

Although there seems to be general satisfaction with the teachers, this should not be taken as approval of the entire teaching staff. The question of tenure was not asked specifically, but respondents were asked if some of the teachers in the local school system should be dropped. A total of 38% said

"yes"; 22% said "no"; 40% had "no opinion". The reasons most often given for dropping teachers were incompetence, personality problems, age problems -- teachers too young or too old.

ATTITUDES TOWARDS SCHOOL BOARDS AND THEIR PROBLEMS

Across the country school boards generally are thought to be doing a good job. More than three times as many respondents give them an "excellent" rating as give them a "poor" rating. And when asked specifically about their work, or aspects of it, the ratings are high. In only one important respect is their work questioned. When asked if the school board in their local community is politically motivated -- if local politics play a part in the decisions made by the school board -- more answer "yes" than answer "no".

The generally high regard with which school boards are held is reflected in the question put to each individual in the survey: "If some one asked you to be a school board member, would you be interested?"

Nearly one person in three (31%) said he would, if asked. Analysis of the data shows that more men than women would like to serve (35% to 29%). Of those who have had the advantage of a college education, nearly half say they would be interested; in the professional and business group 41% say they would be interested; and interest in becoming a school board member is highest in the youngest age group -- those age 21 to 30. In this group 52% say they would be interested.

The fact that these respondents say they would be interested does not mean that they will volunteer, or go through an expensive and time consuming political campaign to be elected. If these practices could be removed, there would be no dearth of qualified men and women to serve on the school boards of the nation.

To gain further insight into local school problems, as the public sees them, each person in the survey was asked what changes in the school system he would favor if he were to become a school board member.

Nearly three-fourths of those who have children in the public schools made specific suggestions. These concern chiefly the professional staff, the course content or curriculum, and the buildings and facilities. The category getting the next largest number of suggestions was "discipline".

This suggestion, discipline, comes up particularly high with parents of children in parochial schools.

Local school boards are thought by 69% of the respondents to work hard to "improve the quality of education". Nearly as many (62%) say the school board "works hard to see that the schools function efficiently and at the lowest cost". The greatest criticism is levelled at the cost of school buildings. A total of 40% think they are more expensive than they need to be.

CITIZEN PARTICIPATION

In another survey of the adult population, it was found that most citizens think that the school buildings should be used for community purposes as well as for students.* In most towns and cities this policy is followed. To find out just how many persons had made use of school facilities this question was asked: "Have you attended any lecture, any meeting, or any social occasion in any local school building during the last year?"

Nearly six in ten (59%) of the respondents who now have children in the public or parochial schools of the community have. Only one person in six (17%) of those without children in school answer "yes" to this question.

On the other hand, rather few have <u>ever</u> attended a meeting of the local school board. In the entire group only 16% say they have <u>ever</u> attended a school board meeting.

Slightly more than half (52%) of the parents of children in the local schools say they belong to the PTA or to a similar group. A higher percentage (65%) of those with children in parochial schools say they belong to such a group.

Whereas more than half of the parents of children in the public schools say they belong to some kind of parents' group, fewer than half of this group say they attend regularly. When those who do not attend regularly were asked to tell why they did not go more often, most cited such things as "no one to care for the children", "conflict with other commitments", and similar reasons. Some say that not much gets accomplished --"it is a waste of time."

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*C. F. Kettering Foundation Survey by Gallup International -- Parent's Reactions To Educational Innovations, May 1966

Persons who do not belong to parents' groups, even though they have children in the schools, gave somewhat similar reasons for not joining. About one in ten said there was no PTA, or similar organization, in his community. Others say they have only recently moved into the community -- more say they are not "joiners".

FINANCIAL SUPPORT

The best measure of the attitudes of the general public towards the public school system in America is its readiness to support the schools financially -- to vote for an increase in taxes if the schools need more money.

Obviously the situation varies from community to community across the nation; an infinite variety of financial problems exist and there is an infinite variety of ideas as to how best to deal with them.

Many efforts were made to find a question wording which (1) would measure general attitudes applicable to most situations, and (2) could be repeated from year to year to measure change in attitudes. Obviously the ideal question would show a high correlation with known facts -- the proportion of communities voting in favor or against school bond issues. In this sense, it could be predictive.

With these requirements in mind, the question that was finally used on the interviewing form is worded as follows:

"Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?"

Analysis of the vote recorded on this question reveals the groups or segments of society in which support of the public schools is greatest and least. Those who are involved in school bond campaigns may find this information useful, although it should be pointed out again that no two local situations in the nation are exactly alike. But the chances are great that in any given community the attitudes of the various groups will not depart too greatly from the

national norm.

Those who analyze the results of school bond issues must always take account of the low voter turnout in the typical school bond election. One fact is clear -- those who bother to vote are not typical of those who do not vote. The situation is not unlike that found in elections for political office in the United States. In presidential races only slightly over 60% of the population of voting age will take the trouble to register and vote. In school bond elections, the percentage tends to be far less. Fortunately for the schools, the non-voters in these elections tend to be more negative in their attitudes than those who do vote, judging from the data obtained in this study.

For example, in answer to the question about voting more funds for the local school, as stated above, the vote in favor is 45%; against, 49%; and 6% are in the "don't know" category. If only those who say they voted in the last school bond election are used as the base, the vote for and against is almost exactly even.

A look at the vote by groups is most revealing.

Level of education reached turns out to be an important factor. In fact, on the basis of the major breakdowns provided in this study, it is the most important factor. The better educated are more inclined to vote favorably on school bond issues than the less well educated. Below are the votes on the question: "Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?"

VOTE BY LEVEL OF EDUCATION

	FOR	AGAINST	NO ANSWER OR DON'T KNOW
College graduate	61%	34%	5%
College incomplete	54%	43%	3%
Technical, trade, business school	52%	47%	1%
High school graduate	44%	50%	6%
High school incomplete	41%	54%	5%
Grade school or less	33%	59%	8%

Although it could be argued that it is the lower income, lower educated persons who have the most to gain, it is the better educated who understand best the value of an education, and at the same time, are the ones who become most involved in the local schools -- the ones who take the most active part in school affairs.

Since education and income are closely related, it is to be expected that those in the highest income brackets are more in favor of voting for taxes to help the schools than those in the lower income levels. Results by income levels show the following:

VOTE BY INCOME LEVELS

ANNUAL FAMILY INCOME	FOR	AGAINST	NO ANSWER OR DON'T KNOW
$15,000 and over	55%	41%	4%
$10,000 to $14,999	49%	47%	4%
$ 7,000 to $ 9,999	46%	48%	6%
$ 5,000 to $ 6,999	47%	50%	3%
$ 4,000 to $ 4,999	41%	53%	6%
$ 3,000 to $ 3,999	42%	48%	10%
Under $3,000	33%	59%	8%

VOTE BY AGE LEVELS

	FOR	AGAINST	NO ANSWER OR DON'T KNOW
21 to 29 years	56%	39%	5%
30 to 49 years	47%	48%	5%
50 and over	39%	55%	6%

It should be noted that the younger age groups are better educated than the older groups. The percentage of those who have attended college is the highest in the 21 to 29 group, and lower in each older age group.

It is to be expected that parents with children in the public schools would vote more favorably on school financial requests than those who have no children in the schools or have children in the parochial schools. Here are the figures:

CHILDREN IN THE SCHOOLS

	FOR	AGAINST	NO ANSWER OR DON'T KNOW
Parents of children now attending public schools	51%	44%	5%
Parents of children now attending parochial schools	40%	56%	4%
Adults with no children in school	41%	53%	6%

As a group, Protestants are more in favor than Catholics. When all Protestants are compared with all Catholics -- both those with and without children in school -- the following results are obtained:

	FOR	AGAINST	NO ANSWER OR DON'T KNOW
Protestants	47%	47%	6%
Roman Catholics	41%	55%	4%

OBSERVATIONS AND CONCLUSIONS

Three of the major tasks of the public school system in the United States can be stated as follows:

First, to interest a greater number of citizens in the public schools;

Second, to increase financial support as needs grow;

Third, to create a climate in the community and in the schools favorable to an improvement in the quality of education.

In a sense, and as the data from this survey show, all of these problems tend to be interrelated. When the survey results dealing with the many aspects of education embraced in this survey are examined, these conclusions seem warranted:

1. While the American people seem reasonably well informed about school activities, they are ill-informed about education itself.

2. Since they have little or no basis for judging the quality of education in their local schools, pressures are obviously absent for improving the quality.

3. Fortunately, the public would like more information about modern education -- the new methods being tried and new ideas about the kind of education that is needed. In short, they need and ask for the kind of information that is presently not provided by the various media of communication.

4. From a public relations viewpoint, the biggest problem at the present time for the schools is the matter of discipline. This is the greatest criticism the public makes of the schools and the school officials. Those who have no children complain the loudest, but even those with children

in the public schools criticize school officials and personnel for not being more strict in the matter of deportment and dress of students. As long as this complaint about the public schools is present, the vote on school bond issues is likely to suffer accordingly.

5. The teaching profession probably has never been held in higher esteem in this nation. This is complimentary to those who are in the profession -- but the urge to get into this field, on the part of so many students today, may create another problem in another decade or two.

6. The public has accepted the right of teachers to join unions. But the public has not yet accepted the right of teachers to strike, and, judging from the data, many reject the idea of tenure, at least until better ways are found for weeding out incompetent teachers.

7. The weight of opinion is that public school teachers are underpaid, but this situation is changing and the number holding such an opinion is far less than it was a decade ago.

8. School boards get a high vote of approval across the nation. The public believes they work hard to improve the quality of education and to run the schools efficiently. At the same time, some believe that their decisions are often politically motivated.

9. There is no dearth of individuals who would be interested in becoming school board members. But, as other studies have shown, most do not want to fight their way through political campaigns, requiring a lot of time and money, in order to serve the public in this capacity.

10. The public schools do a reasonably good job of interesting parents in school affairs. They do a very poor job in reaching those who do not

have children attending the schools. A better way must be found to reach those persons in the community who do not happen to have children in the public schools, so that these persons may become informed, involved, and active. The future of the schools to a great extent depends on success in achieving this goal.

11. If willingness to vote additional taxes for schools saying they need more money is accepted as a good test of the public's attitudes toward the public schools, then the nation divides itself about evenly. This does not mean that one-half of the nation is opposed to the public schools. It means simply that approximately half would resist requests for more money -- and presumably vote against new bond issues.

12. An important factor that works in favor of getting school bond issues accepted is the simple fact that those groups or segments of society that are opposed are those least likely to cast their ballots in these elections. The best educated tend to be most favorable and most likely to vote; the least well-educated make up the group least favorable, but at the same time, least likely to vote. This observation holds only for the nation as a whole. This does not mean that in some situations the opposite may not be true.

13. Finally, the survey helps to explain the slowness of the schools to accept innovations. So much effort is consumed in keeping the schools operating and doing a reasonably good job, that little time can be devoted by school officials in promoting change. The public is so uninformed about innovations and so lacking in objective ways of judging school achievement that little, if any, pressure is exerted by them to make improvements, or is likely to be exerted until they are more knowledgeable in this area.

THE STATE OF INFORMATION
ABOUT
THE LOCAL SCHOOLS
AND
EDUCATION

THE QUESTION: "How much do you know about the local schools, quite a lot, some, or very little?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
QUITE A LOT	18	12	27	21
SOME	40	30	50	50
VERY LITTLE	42	58	23	29
	100	100	100	100

THE QUESTION: "Do you happen to know the name of the superintendent of schools?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	56	46	68	58
NO	44	54	32	42
	100	100	100	100

THE QUESTION: "Do you happen to know the name of the principal of the elementary school in your neighborhood?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	47	24	76	47
NO	53	76	24	53
	100	100	100	100

THE QUESTION: "Do you know the name of the principal of the high school attended by the children in your neighborhood?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	40	26	58	35
NO	60	74	42	65
	100	100	100	100

THE QUESTION: "Now, a few questions about the local school board. First, do you happen to know the name of the president of the board?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	26	21	32	28
NO	72	76	67	72
NO ANSWER	2	3	1	-
	100	100	100	100

*Less than 1%

THE QUESTION: "Do you think there is a shortage of classroom space in this community?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	56	49	65	51
NO	29	29	29	35
DON'T KNOW/ NO ANSWER	15	22	6	14
	100	100	100	100

THE QUESTION: "What is your guess as to the cost per child per year in the public schools of your community?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
GAVE A $ FIGURE	43	40	45	54
DON'T KNOW	57	60	55	46
	100	100	100	100

THE QUESTION: "Are there many high school drop outs in this community?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
QUITE A FEW	26	24	28	24
ALMOST NONE	41	36	46	44
DON'T KNOW	30	37	22	27
COMMENTED: AVERAGE, EVEN ONE IS TOO MANY, ETC.	3	3	4	5
	100	100	100	100

THE QUESTION: "What percentage of the high school graduates from your high school go on to college, do you think?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
GAVE AN ACTUAL % FIGURE	67	65	70	75
DON'T KNOW	33	35	30	25
	100	100	100	100

THE QUESTION: "What do you think are the biggest problems with which the public schools in this community must deal?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
DISCIPLINE	26	27	24	39
FACILITIES	22	17	27	26
TEACHERS	17	14	20	24
FINANCES	14	15	15	7
INTEGRATION/ SEGREGATION	13	15	12	8
PARENTS LACK OF INTEREST	7	7	7	5
TRANSPORTATION	5	5	5	5
CURRICULUM	4	3	5	9
PUPILS LACK OF INTEREST	3	4	3	4
MISCELLANEOUS	8	7	8	5
THERE ARE NO PROBLEMS	4	3	6	1
DON'T KNOW/ NO ANSWER	13	17	9	13
	136*	134*	141*	146*

*Totals exceed 100% because some respondents gave more than one answer.

THE QUESTION: "Have you read any book in the last year that deals with education?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	16	15	17	19
NO	84	85	83	81
	100	100	100	100

THE QUESTION: "What is the name of the book(s)?

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
1 TITLE GIVEN	4	4	5	4
2 TITLES GIVEN	2	2	2	-
3 TITLES GIVEN	*	*	*	2
4-6 TITLES GIVEN	1	*	1	*
NO TITLES GIVEN	10	9	10	12
	17*	15*	18*	18*

* Equals per cent of persons reading any book dealing with education during the last year.

COMMUNICATION WITH THE PUBLIC

THE QUESTION: "During the last year, have you received any newsletter, pamphlet, or any other material telling what the local schools are doing?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	35	16	57	44
NO	61	81	39	52
CAN'T RECALL	4	3	4	4
	100	100	100	100

THE QUESTION: "During the last month have you read any articles in the newspapers about local schools?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	60	54	65	77
NO	34	39	29	17
CAN'T RECALL	6	7	6	6
	100	100	100	100

THE QUESTION: "Have you heard anything about local schools on radio during this period?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	36	32	39	46
NO	58	61	55	51
CAN'T RECALL	6	7	6	3
	100	100	100	100

THE QUESTION: "How about television?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	35	33	36	53
NO	59	61	59	43
CAN'T RECALL	6	6	5	4
	100	100	100	100

THE QUESTION: "From your own personal viewpoint, what is the best source of information about the local schools?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
LOCAL NEWSPAPER	38	41	34	46
WORD OF MOUTH: OWN CHILDREN, STUDENTS, NEIGHBORS	25	21	31	15
SCHOOL PERSONNEL	20	17	23	16
RADIO AND TV	16	19	11	18
MEETINGS AT SCHOOL	15	11	20	19
SCHOOL PUBLICATIONS	8	5	12	11
DON'T KNOW/ NO ANSWER	6	9	2	3
	123*	123*	135*	126*

* Totals exceed 100% because some respondents gave more than one answer.

THE QUESTION: "Would you like to know more about the schools in this community?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	65	55	77	74
NO	35	45	23	26
	100	100	100	100

THE QUESTION: "Would you like to know more about the schools in this community?"

NATIONAL	YES %	NO %	DON'T KNOW/NO ANSWER %
SEX			
Men	65	34	1
Women	66	34	*
RACE			
White	64	35	1
Non-white	76	24	-
EDUCATION			
Elementary Grades	54	46	-
High School Incomplete	66	34	*
High School Complete	67	33	-
Technical, Trade, or Business School	77	22	1
College Incomplete	75	24	1
College Graduate	62	37	1
OCCUPATION			
Business & Professional	68	32	-
Clerical & Sales	67	33	-
Farm	67	33	-
Skilled Labor	70	30	-
Unskilled Labor	73	26	1
Non Labor Force	45	54	1
AGE			
21 to 29 years	75	24	1
30 to 49 years	73	27	-
50 years and over	51	48	1
RELIGION			
Protestant	67	33	-
Roman Catholic	66	34	-
Jewish	47	51	2
All Others	59	41	-

*Less than 1%

...Continued

...Continued

	YES	NO	DON'T KNOW/NO ANSWER
	%	%	%
REGION			
East	62	37	1
Midwest	67	33	-
South	69	30	1
West	63	37	-
INCOME			
$15,000 and over	63	36	1
$10,000 to $14,999	73	27	-
$ 7,000 to $ 9,999	68	31	1
$ 5,000 to $ 6,999	68	31	1
$ 4,000 to $ 4,999	73	27	-
$ 3,000 to $ 3,999	54	45	1
$ 2,500 to $ 2,999	51	49	-
Under $2,499	45	54	1
COMMUNITY SIZE			
500,000 and over	59	41	*
50,000 to 499,999	69	31	*
25,000 to 49,999	74	26	-
Under 25,000	68	31	1

*Less than 1%

THE MAJOR COMPLAINTS

THE QUESTION: "How do you feel about the discipline in the local schools -- is it too strict, not strict enough, or just about right?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
TOO STRICT	2	2	2	-
NOT STRICT ENOUGH	49	52	45	58
JUST ABOUT RIGHT	44	39	52	36
DON'T KNOW/ NO ANSWER	5	7	1	6
	100	100	100	100

THE QUESTION: "How do you feel about the discipline in the local schools -- is it too strict, not strict enough, or just about right?"

NATIONAL	TOO STRICT %	NOT STRICT ENOUGH %	JUST ABOUT RIGHT %	DON'T KNOW/ NO ANSWER %
SEX				
Men	1	54	40	5
Women	2	45	47	6
RACE				
White	2	47	46	5
Non-white	1	69	29	1
EDUCATION				
Elementary Grades	*	53	41	6
High School Incomplete	2	52	43	3
High School Complete	2	50	43	5
Technical, Trade, or Business School	1	45	48	6
College Incomplete	1	54	40	5
College Graduate	1	36	54	9
OCCUPATION				
Business & Professional	1	42	50	7
Clerical & Sales	1	48	46	5
Farm	4	42	53	1
Skilled Labor	*	53	44	3
Unskilled Labor	2	54	39	5
Non Labor Force	1	55	37	7
AGE				
21 to 29 years	4	45	44	7
30 to 49 years	1	49	46	4
50 years and over	1	52	41	6
RELIGION				
Protestant	1	49	46	4
Roman Catholic	1	50	44	5
Jewish	-	58	33	9
All Others	7	46	32	15

...Continued

*Less than 1%

...Continued

	TOO STRICT	NOT STRICT ENOUGH	JUST ABOUT RIGHT	DON'T KNOW/ NO ANSWER
	%	%	%	%
REGION				
East	1	51	42	6
Midwest	2	47	46	5
South	1	47	47	5
West	2	55	38	5
INCOME				
$15,000 and over	1	46	48	5
$10,000 to $14,999	1	46	48	5
$ 7,000 to $ 9,999	3	50	43	4
$ 5,000 to $ 6,999	1	49	43	7
$ 4,000 to $ 4,999	1	57	40	2
$ 3,000 to $ 3,999	4	46	48	2
$ 2,500 to $ 2,999	-	51	42	7
Under $2,499	2	56	33	9
COMMUNITY SIZE				
500,000 and over	2	61	32	5
50,000 to 499,999	1	55	38	6
25,000 to 49,999	5	46	49	-
Under 25,000	2	37	56	5

THE QUESTION: "Some people feel the schools do not go far enough in regulating the way boys and girls dress for school. Do you think there should be greater regulation of the way children dress for school, or less?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
GREATER	53	55	50	63
LESS	7	7	5	4
ALL RIGHT AS IT IS	36	31	42	32
NO OPINION	4	7	3	1
	100	100	100	100

THE QUESTION: "Some people feel the schools do not go far enough in regulating the way boys and girls dress for school. Do you think there should be greater regulation of the way children dress for school, or less?"

	GREATER	LESS	ALL RIGHT AS IS	DON'T KNOW/ NO ANSWER
	%	%	%	%
NATIONAL				
SEX				
Men	54	6	35	5
Women	53	7	36	4
RACE				
White	53	7	36	4
Non-white	54	6	33	7
EDUCATION				
Elementary Grades	58	3	31	8
High School Incomplete	60	5	29	6
High School Complete	53	5	39	3
Technical, Trade, or Business School	60	3	37	-
College Incomplete	47	11	38	4
College Graduate	43	12	42	3
OCCUPATION				
Business & Professional	50	10	37	3
Clerical & Sales	51	10	36	3
Farm	36	3	60	1
Skilled Labor	56	4	34	6
Unskilled Labor	58	5	31	6
Non Labor Force	55	7	34	4
AGE				
21 to 29 years	44	18	34	4
30 to 49 years	53	4	39	4
50 years and over	58	4	33	5
RELIGION				
Protestant	53	6	36	5
Roman Catholic	60	4	33	3
Jewish	42	14	42	2
All Others	34	22	40	4

... Continued

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	GREATER %	LESS %	ALL RIGHT AS IS %	DON'T KNOW/ NO ANSWER %
REGION				
East	53	6	35	6
Midwest	49	7	41	3
South	55	6	34	5
West	58	7	31	4
INCOME				
$15,000 and over	49	9	36	6
$10,000 to $14,999	51	8	39	2
$ 7,000 to $ 9,999	51	5	41	3
$ 5,000 to $ 6,999	53	6	35	7
$ 4,000 to $ 4,999	68	3	23	6
$ 3,000 to $ 3,999	58	8	32	2
$ 2,500 to $ 2,999	45	6	47	2
Under $2,499	57	9	25	9
COMMUNITY SIZE				
500,000 and over	55	7	32	6
50,000 to 499,999	56	6	33	5
25,000 to 49,999	54	5	41	-
Under 25,000	50	6	40	4

ATTITUDES
TOWARD
TEACHING AND TEACHERS

THE QUESTION: "Would you like to have a child of yours take up teaching in the public schools as a career?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	75	69	81	78
NO	15	18	12	14
DON'T KNOW/ NO ANSWER	10	13	7	8
	100	100	100	100

THE QUESTION: "Would you like to have a child of yours take up teaching in the public schools as a career?"

NATIONAL	YES %	NO %	DON'T KNOW/NO ANSWER %
SEX			
Men	71	17	12
Women	78	14	8
RACE			
White	74	16	10
Non-white	75	15	10
EDUCATION			
Elementary Grades	75	14	11
High School Incomplete	72	18	10
High School Complete	73	15	12
Technical, Trade, or Business School	71	16	13
College Incomplete	78	16	6
College Graduate	80	13	7
OCCUPATION			
Business & Professional	75	15	10
Clerical & Sales	76	18	6
Farm	83	16	1
Skilled Labor	73	14	13
Unskilled Labor	75	12	13
Non Labor Force	72	18	10
AGE			
21 to 29 years	65	18	17
30 to 49 years	77	14	9
50 years and over	75	16	9
RELIGION			
Protestant	76	14	10
Roman Catholic	76	14	10
Jewish	63	30	7
All Others	59	22	19

...Continued

...Continued

	YES	NO	DON'T KNOW/NO ANSWER
	%	%	%
REGION			
East	73	17	10
Midwest	76	13	11
South	73	16	11
West	78	15	7
INCOME			
$15,000 and over	82	11	7
$10,000 to $14,999	74	17	9
$ 7,000 to $ 9,999	74	16	10
$ 5,000 to $ 6,999	74	13	13
$ 4,000 to $ 4,999	83	10	7
$ 3,000 to $ 3,999	71	12	17
$ 2,500 to $ 2,999	60	29	11
Under $2,499	69	19	12
COMMUNITY SIZE			
500,000 and over	71	17	12
50,000 to 499,999	73	18	9
25,000 to 49,999	82	13	5
Under 25,000	78	13	9

THE QUESTION: "Do you think salaries in this community for the teachers are too high, too low, or just about right?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
TOO HIGH	2	3	2	2
TOO LOW	33	30	35	27
JUST ABOUT RIGHT	43	43	44	47
DON'T KNOW/ NO ANSWER	22	24	19	24
	100	100	100	100

THE QUESTION: "Do you think teachers should be given automatic raises or should raises be given to some and not to others?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES, AUTOMATIC	44	45	45	32
NO, NOT AUTOMATIC	45	43	47	51
NO OPINION	11	12	8	17
	100	100	100	100

THE QUESTION: "How do you feel about teachers joining labor unions?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
THOSE WHO ARE IN AGREEMENT:				
YES	23	22	24	33
YES, IF THEY WANT TO DO SO	12	11	13	4
YES, FOR BARGAINING POWER	7	7	7	8
YES, THEIR OWN UNION	3	3	3	-
YES, IF CONDITIONS JUSTIFY	-	-	-	4
	45	43	47	49
THOSE WHO ARE AGAINST:				
NO	33	33	33	33
NO, IT IS A PROFESSION	5	6	4	8
NO, THEY ARE PUBLIC SERVANTS	1	2	-	-
NO, THIS WOULD ONLY GIVE THEM POWER TO STRIKE	1	*	1	2
	40	41	38	43

...Continued

*Less than 1%

2

THE QUESTION: "Do you think teachers should be given automatic raises or should raises be given to some and not to others?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES, AUTOMATIC	44	45	45	32
NO, NOT AUTOMATIC	45	43	47	51
NO OPINION	11	12	8	17
	100	100	100	100

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
NO OPINION	3	3	3	3
MISCELLANEOUS	1	2	1	*
DON'T KNOW/ NO ANSWER	11	11	11	5
	15	16	15	8
	100	100	100	100

Note: Questions asked earlier this year through the Gallup Poll find a higher proportion of respondents in favor of permitting teachers to join labor unions. The question was worded differently which may account for the difference. Both, however, show majorities in favor.

* Less than 1%

THE QUESTION: "Do you think teachers should have the right to strike?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
THOSE WHO SAY "YES":				
YES	19	19	19	19
YES, IF CONDITIONS JUSTIFY	10	11	11	10
YES, IT IS THEIR RIGHT	8	7	8	6
	37	37	38	35
THOSE WHO SAY "NO":				
NO	38	37	36	39
NO, IT HURTS THE CHILDREN	11	11	11	10
NO, PUBLIC SERVANTS SHOULD FIND ANOTHER WAY	8	7	8	11
NO, IT SETS A POOR EXAMPLE	2	2	2	2
	59	57	57	62
DON'T KNOW/ NO ANSWER	4	6	5	3
	100	100	100	100

NOTE: Questions asked earlier this year through the Gallup Poll show almost exactly the same results on the question of the right of teachers to strike.

THE QUESTION: "Do you think this local public school system has a hard time getting good teachers?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOL	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	52	49	54	51
NO	32	31	34	34
DON'T KNOW/ NO ANSWER	16	20	12	15
	100	100	100	100

THE QUESTION: "Do you think this local public school system has a hard time keeping good teachers?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	48	46	49	48
NO	35	31	40	34
DON'T KNOW/ NO ANSWER	17	23	11	18
	100	100	100	100

THE QUESTION: "Do you think there are some teachers in the local public school system who should be dropped or fired?" "If 'YES', why?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	38	32	45	39
NO	22	19	27	15
DON'T KNOW/ NO ANSWER	40	49	28	46
	100	100	100	100
REASONS WHY:				
INCOMPETENT	21	19	24	24
PERSONALITY PROBLEMS	9	7	11	6
TOO YOUNG/TOO OLD	5	3	7	4
LACK OF COMMUNICATION WITH CHILDREN	3	2	4	4
MISCELLANEOUS	1	1	2	2
DON'T KNOW/ NO ANSWER	3	3	3	4
	42*	35*	51*	44*

*Exceeds total replying "YES" because some respondents gave more than one answer.

THE QUESTION: "From what you know, are teachers in your community pretty well satisfied with their pay and working conditions or are they dissatisfied?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
SATISFIED	35	32	39	33
DISSATISFIED	35	35	35	35
DON'T KNOW/ NO ANSWER	30	33	26	32
	100	100	100	100

THE QUESTION: "Are teachers in this community paid more money, or less money, than teachers in other comparable communities?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
MORE	12	11	12	14
LESS	17	16	20	11
ABOUT SAME	34	34	35	36
DON'T KNOW/ NO ANSWER	37	39	33	39
	100	100	100	100

ATTITUDES TOWARD SCHOOL BOARDS AND THEIR PROBLEMS

THE QUESTION: "How good a job do you think the school board does?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
EXCELLENT	25	22	29	25
ABOVE AVERAGE	16	14	19	12
FAIR	21	20	22	17
POOR, TERRIBLE	7	6	9	7
DON'T KNOW/ NO ANSWER	31	38	21	39
	100	100	100	100

THE QUESTION: "Do you think it is politically motivated? That is, do local politics play a part in decisions made by the board?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	44	43	44	46
NO	39	35	44	33
DON'T KNOW/ NO ANSWER	17	22	12	21
	100	100	100	100

THE QUESTION: "If someone asked you to be a school board member, would you be interested?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	31	27	35	39
NO	67	71	64	58
DON'T KNOW/ NO ANSWER	2	2	1	3
	100	100	100	100

THE QUESTION: "Why do you say that?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
THOSE WHO SAY "YES":				
INTERESTED IN HELPING	27	24	29	32
AM QUALIFIED	4	3	1	5
	31	27	30	37
THOSE WHO SAY "NO":				
NOT QUALIFIED	31	33	30	20
DON'T HAVE TIME NECESSARY	15	9	22	25
NOT INTERESTED	9	11	6	7
HAVE NO CHILDREN IN SCHOOL	9	17	**	3
TOO MUCH RESPONSI-BILITY	6	5	7	1
	70	75	65	56
NO ANSWER	5	5	5	7
	106*	107*	100	100

*Totals exceed 100% because some respondents gave more than one answer.

**Less than 1%

THE QUESTION: "If someone asked you to be a school board member, would you be interested?"

	YES	NO	DON'T KNOW/NO ANSWER
NATIONAL	%	%	%
SEX			
Men	34	64	2
Women	29	70	1
RACE			
White	30	69	1
Non-white	40	56	4
EDUCATION			
Elementary Grades	13	82	2
High School Incomplete	26	73	1
High School Complete	28	71	1
Technical, Trade, or Business School	40	59	1
College Incomplete	51	47	2
College Graduate	44	55	1
OCCUPATION			
Business & Professional	41	58	1
Clerical & Sales	36	62	2
Farm	17	82	1
Skilled Labor	29	69	2
Unskilled Labor	29	69	2
Non Labor Force	21	78	1
AGE			
21 to 29 years	52	47	1
30 to 49 years	32	66	2
50 years and over	20	78	2
RELIGION			
Protestant	30	68	2
Roman Catholic	34	64	2
Jewish	28	70	2
All Others	37	63	-

...Continued

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	YES	NO	DON'T KNOW/NO ANSWER
	%	%	%
REGION			
East	32	66	2
Midwest	32	67	1
South	31	68	1
West	31	67	2
INCOME			
$15,000 and over	37	62	1
$10,000 to $14,999	41	58	1
$ 7,000 to $ 9,999	33	65	2
$ 5,000 to $ 6,999	27	72	1
$ 4,000 to $ 4,999	28	70	2
$ 3,000 to $ 3,999	21	76	3
$ 2,500 to $ 2,999	22	73	5
Under $2,499	21	78	1
COMMUNITY SIZE			
500,000 and over	32	67	1
50,000 to 499,999	33	65	2
25,000 to 49,999	28	69	3
Under 25,000	30	69	1

THE QUESTION: "If you were to become a school board member, what changes in the schools would you favor?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
CURRICULUM, COURSES, COURSE CONTENT	15	14	16	19
PROFESSIONAL STAFF	14	11	20	13
BUILDINGS & FACILITIES	11	8	15	10
BETTER DISCIPLINE	9	9	9	11
FINANCIAL	4	5	4	4
TRANSPORTATION	3	2	4	5
SEGREGATION/ INTEGRATION	2	2	1	2
MISCELLANEOUS	2	2	3	5
	60	53	72	69
I'D MAKE NO CHANGES; IT'S ALL RIGHT AS IS	11	10	12	7
DON'T KNOW/ NO ANSWER	44	50	36	40
	115*	113*	120*	116*

*Totals exceed 100% as some respondents gave more than one reply.

THE QUESTION: "Does it work hard to improve the quality of education?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	69	63	77	63
NO	11	10	12	16
DON'T KNOW/ NO ANSWER	20	27	11	21
	100	100	100	100

THE QUESTION: "Does it work hard to see that schools function efficiently and at the lowest cost?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	62	56	70	58
NO	15	15	15	19
DON'T KNOW/ NO ANSWER	23	29	15	23
	100	100	100	100

THE QUESTION: "Do you think that school buildings are more expensive than they need to be?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES, IN GENERAL	26	27	23	33
YES, TOO FANCY, TOO ELABORATE	14	13	13	18
NO, IN GENERAL	42	40	47	34
NO, THEY ARE NOT GOOD ENOUGH	7	7	7	4
DON'T KNOW/ NO ANSWER	11	13	10	11
	100	100	100	100

THE QUESTION: "Do you think money is spent foolishly by the school authorities or the local school board?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	26	26	25	31
NO	65	62	70	61
DON'T KNOW/ NO ANSWER	9	12	5	8
	100	100	100	100

CITIZEN PARTICIPATION

THE QUESTION: "Have you attended any lecture, any meeting, or any social occasion in any local school building during the last year?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	37	17	59	56
NO	59	77	41	43
NO ANSWER	4	6	*	1
	100	100	100	100

THE QUESTION: "Have you attended any lecture, any meeting, or any social occasion in any local school building during the last year?"

NATIONAL	YES %	NO %	DON'T KNOW/NO ANSWER %
SEX			
Men	33	63	4
Women	40	57	3
RACE			
White	37	60	3
Non-white	33	60	7
EDUCATION			
Elementary Grades	14	83	3
High School Incomplete	28	68	4
High School Complete	39	57	4
Technical, Trade, or Business School	40	58	2
College Incomplete	51	44	5
College Graduate	57	42	1
OCCUPATION			
Business & Professional	51	47	2
Clerical & Sales	38	58	4
Farm	53	43	4
Skilled Labor	37	60	3
Unskilled Labor	31	64	5
Non Labor Force	13	82	5
AGE			
21 to 29 years	33	60	7
30 to 49 years	50	49	1
50 years and over	22	72	6
RELIGION			
Protestant	37	59	4
Roman Catholic	39	59	2
Jewish	23	75	2
All Others	37	63	-

...Continued

...Continued

	YES %	NO %	DON'T KNOW/NO ANSWER %
REGION			
East	33	64	3
Midwest	42	54	4
South	33	63	4
West	44	53	3
INCOME			
$15,000 and over	50	46	4
$10,000 to $14,999	53	44	3
$ 7,000 to $ 9,999	40	58	2
$ 5,000 to $ 6,999	34	61	5
$ 4,000 to $ 4,999	25	71	4
$ 3,000 to $ 3,999	16	81	3
$ 2,500 to $ 2,999	16	75	9
Under $2,499	11	85	4
COMMUNITY SIZE			
500,000 and over	34	64	2
50,000 to 499,999	33	61	6
25,000 to 49,999	44	56	-
Under 25,000	40	56	4

THE QUESTION: "Have you ever attended a school board meeting?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	16	14	18	15
NO	81	82	81	83
NO ANSWER	3	4	1	2
	100	100	100	100

* Less than 1%

THE QUESTION: "Do you belong to the PTA or a similar group?"

	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%
YES	52	65
NO	48	35
	100	100

"If 'No': Since you do have children in school, what are your reasons for not belonging to the PTA or a similar group?"

	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%
NO TIME	21	11
NOT INTERESTED	11	10
NO PTA OR SIMILAR GROUP	9	10
NEW IN THIS AREA	2	1
HEALTH PREVENTS ATTENDING	2	-
MISCELLANEOUS	1	3
DON'T KNOW/NO ANSWER	2	-
	48*	35*

*Total equals number who do not belong.

THE QUESTION: "IF 'BELONG TO PTA': Do you attend meetings regularly during the school year, or not?"

	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%
REGULARLY	22	36
NOT REGULARLY	30	28
NO ANSWER	-	1
	52*	65*

THE QUESTION: "IF 'NOT REGULARLY': Will you please tell me why you do not regularly attend?"

	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%
NO TIME	20	18
NOT INTERESTED	6	5
HEALTH PREVENTS ATTENDING	1	1
MISCELLANEOUS	3	1
DON'T KNOW/NO ANSWER	1	3
	30**	28**

* Equals per cent of those belonging to PTA.
**Equals per cent of those not regularly attending PTA.

FINANCIAL SUPPORT

THE QUESTION: "Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
FOR	45	41	51	40
AGAINST	49	53	44	56
DON'T KNOW/ NO ANSWER	6	6	5	4
	100	100	100	100

THE QUESTION: "Suppose the local PUBLIC SCHOOLS said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?"

	FOR	AGAINST	DON'T KNOW/NO ANSWER
NATIONAL	%	%	%
SEX			
Men	47	48	5
Women	43	50	7
RACE			
White	46	49	5
Non-white	45	47	8
EDUCATION			
Elementary Grades	32	60	8
High School Incomplete	41	54	5
High School Complete	44	50	6
Technical, Trade, or Business School	52	47	1
College Incomplete	54	43	3
College Graduate	61	34	5
OCCUPATION			
Business & Professional	56	40	4
Clerical & Sales	44	52	4
Farm	31	62	7
Skilled Labor	46	47	7
Unskilled Labor	39	56	5
Non Labor Force	41	53	6
AGE			
21 to 29 years	56	39	5
30 to 49 years	47	48	5
50 years and over	39	55	6
RELIGION			
Protestant	47	47	6
Roman Catholic	41	55	4
Jewish	47	51	2
All Others	48	44	8

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	FOR	AGAINST	DON'T KNOW/NO ANSWER
	%	%	%
REGION			
East	47	48	5
Midwest	40	54	6
South	50	44	6
West	43	51	6
INCOME			
$15,000 and over	55	41	4
$10,000 to $14,999	49	47	4
$ 7,000 to $ 9,999	46	48	6
$ 5,000 to $ 6,999	47	50	3
$ 4,000 to $ 4,999	41	52	7
$ 3,000 to $ 3,999	42	48	10
$ 2,500 to $ 2,999	38	53	9
Under $2,499	32	61	7
COMMUNITY SIZE			
500,000 and over	45	51	4
50,000 to 499,999	47	46	7
25,000 to 49,999	31	64	5
Under 25,000	46	48	6

THE QUESTION: "Did you happen to vote in the last school bond election?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
YES	41	36	45	49
NO	49	55	44	40
CAN'T RECALL	10	9	11	11
	100	100	100	100

THE QUESTION: "Can you recall how you voted? Did you vote for or against the bond?

FOR	26	21	33	22
AGAINST	10	11	8	15
CAN'T RECALL	5	4	4	12
	41*	36*	45*	49*

*Total equals per cent of respondents voting in last school bond election.

THE QUESTION: "Some people say that the Federal Government should pay all of the cost of a college education. Others believe that most of the costs should continue to be paid, as now, by parents and students. Which would you favor?"

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS
	%	%	%	%
FEDERAL GOVERNMENT PAY	16	15	17	12
PARENTS & STUDENTS PAY	70	71	69	70
FEDERAL GOVERNMENT & PARENTS/ STUDENTS	7	8	7	9
OTHER METHODS	4	3	4	4
DON'T KNOW/ NO ANSWER	3	3	3	5
	100	100	100	100

COMPOSITION OF THE SAMPLE

ANALYSIS OF RESPONDENTS

	NATIONAL TOTALS	NO CHILDREN IN SCHOOLS	PUBLIC SCHOOL PARENTS	PAROCHIAL SCHOOL PARENTS	PRIVATE SCHOOL PARENTS
BASE FIGURES	1505	756	656	114	27
PER CENT OF TOTAL	100%	50%	44%*	7*	2%*

*Totals exceed 50% because some parents have children attending more than one kind of school.

ANALYSIS OF NUMBER OF CHILDREN ATTENDING SCHOOLS WHOSE PARENTS ARE RESPONDENTS

TOTAL NUMBER OF CHILDREN ATTENDING ELEMENTARY AND SECONDARY SCHOOLS	1578
Number attending public schools	1319
Number attending parochial schools	228
Number attending private day schools	20
Number attending private boarding schools	3
Number attending nursery schools, day care centers, Head Start, etc.	8

RESPONDENTS ARE:

NATIONAL TOTALS

SEX	RAW FIGURE	%
MEN	748	50
WOMEN	757	50
	1505	100

RACE		
WHITES	1343	89
NEGROES	149	10
OTHERS	13	1
	1505	100

THE QUESTION: "Could you tell me the kind of business or industry the chief wage earner (head of household) in your immediate family works in and the kind of work he does there?"

NATIONAL TOTALS

	RAW FIGURE	%
BUSINESS & PROFESSIONAL	409	27
CLERICAL & SALES	168	11
FARM	70	5
SKILLED LABOR	270	18
UNSKILLED LABOR	312	21
NON-LABOR FORCE	243	16
UNDESIGNATED	33	2
	1505	100

THE QUESTION: "What was the last grade or class you completed in school?"

NATIONAL TOTALS

	RAW FIGURE	%
ELEMENTARY GRADES	262	18
HIGH SCHOOL INCOMPLETE	269	18
HIGH SCHOOL COMPLETE	471	31
TECHNICAL, TRADE, OR BUSINESS SCHOOL	88	6
COLLEGE INCOMPLETE	200	13
COLLEGE GRADUATE	215	14
	1505	100

THE QUESTION: "Did you attend the schools in the community in which you now live?"

YES	478	32
NO	1018	68
NO ANSWER	9	--
	1505	100

THE QUESTION: "And what is your age, please?"

NATIONAL TOTALS

	RAW FIGURE	%
21 to 29 YEARS	263	18
30 to 49 YEARS	674	45
50 YEARS AND OVER	562	37
UNDESIGNATED	6	*
	1505	100

THE QUESTION: "What is your religious preference -- Protestant, Roman Catholic, or Jewish?"

PROTESTANT	1014	67
ROMAN CATHOLIC	380	25
JEWISH	57	4
ALL OTHERS	54	4
	1505	100

* Less than 1%

THE QUESTION: "(Show card 'X', side 1) Would you please give me the letter of the group which best represents the total annual income, before taxes, of all of the members of your immediate family living in your household?"

NATIONAL TOTALS

	RAW FIGURE	%
$15,000 AND OVER	195	13
$10,000 TO $14,999	291	19
$ 7,000 TO $ 9,999	374	25
$ 5,000 TO $ 6,999	220	15
$ 4,000 TO $ 4,999	122	8
$ 3,000 TO $ 3,999	83	6
$ 2,500 TO $ 2,999	55	4
UNDER $2,499	139	8
UNDESIGNATED	26	2
	1505	100

DESIGN OF THE SAMPLE

The design of the sample is that of a replicated probability sample down to the block level in the case of urban areas, and to segments of townships in the case of rural areas.

After stratifying the nation geographically and by size of community in order to insure conformity of the sample with the latest available estimate of the Census Bureau of the distribution of the adult population, sampling locations or areas were selected on a strictly random basis. The interviewers had no choice whatsoever concerning the part of the city or county in which they conducted their interviews.

Interviewers were given maps of the area to which they were assigned, with a starting point indicated, and required to follow a specified direction. At each occupied dwelling unit, interviewers were instructed to select respondents by following a prescribed systematic method and by a male-female assignment. This procedure was followed until the assigned number of interviews was completed.

Since this sampling procedure is designed to produce a sample which approximates the adult civilian population (21 and older) living in private households in the United States (that is, excluding those in prisons and hospitals, hotels, religious and educational institutions, and on military reservations), the survey results can be applied to this population for the purpose of projecting percentages into number of people. The manner in which the sample is drawn also produces a sample which approximates the population of private households in the United States. Therefore, survey results can also be projected in terms of number of households when appropriate.

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95 per cent of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance For Sampling Error of a Percentage

	In Percentage Points (at 95 in 100 confidence level)*						
	Sample Size						
	1500	1000	750	600	400	200	100
Percentages near 10	2	2	3	3	4	5	7
Percentages near 20	2	3	4	4	5	7	9
Percentages near 30	3	4	4	4	6	8	10
Percentages near 40	3	4	4	5	6	8	11
Percentages near 50	3	4	4	5	6	8	11
Percentages near 60	3	4	4	5	6	8	11
Percentages near 70	3	4	4	4	6	8	10
Percentages near 80	2	3	4	4	5	7	9
Percentages near 90	2	2	3	3	4	5	7

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 1500 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "1500." The number at this point is 3, which means that the 33 per cent obtained

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

in the sample is subject to a sampling error of plus or minus 3 points. Another way of saying it is that very probably (95 chances out of 100) the average of repeated samplings would be somewhere between 30 and 36, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, men and women, the question arises as to how large must a difference between them be before one can be reasonably sure that it reflects a real difference In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between that shown in the two tables:

Recommended Allowance for Sampling Error of the Difference

In Percentage Points (at 95 in 100 confidence level)*

TABLE A — Percentages near 20 or percentages near 80

Size of Sample	750	600	400	200
750	5			
600	5	6		
400	6	6	7	
200	8	8	8	10

TABLE B — Percentages near 50

Size of Sample	750	600	400	200
750	6			
600	7	7		
400	7	8	8	
200	10	10	10	12

Here is an example of how the tables would be used: Let us say that 50 per cent of men respond a certain way and 40 per cent of women respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? The sample contains approximately 750 men and 750 women.

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

Since the percentages are near 50, we consult Table B, and since the two samples are about 750 persons each, we look for the number in the column headed "750" which is also in the row designated "750." We find the number 6 here. This means that the allowance for error should be 6 points, and that in concluding that the percentage among men is somewhere between 4 and 16 points higher than the percentage among women we should be wrong only about 5 per cent of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least 4 percentage points.

If, in another case, men's responses amount to 22 per cent, say, and women's 24 per cent, we consult Table A because these percentages are near 20. We look in the column headed "750" and see that the number is 5. Obviously, then, the 2-point difference is inconclusive.